## *The Lesson Planner*

# In your lesson plan you specify all of the instructional events that fill in and flesh out your instructional design. Your lesson plan will give you a day-to-day snapshot of what will happen in the classroom.

# How to Use the Planner: For each of the steps below, click in the shaded box under each step to enter your own lesson plan. The box will expand to accommodate your entry. Save and print the completed lesson plan when you are done.

# STEP 1- READY THE LEARNER

Describe how you will prepare the students for the lesson. Consider the following questions when completing step 1:

* Have any of the characteristics previously recognized changed?
* Do any assumptions about learners need to be corrected?
* What techniques will you use to gauge entry skills?

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| * There is nothing indicated in the lesson plan that any of the students’ characteristics previously recognized being changed during the lesson. There is nothing at all about the students as learners in the lesson. This should have been included. * This is not stated in the lesson plan but the assumption that every student should already have enough experience in sorting and graphing in the second-grade needs to be corrected. A teacher should never assume a student knows how to do something. * There is nothing listed in the lesson plan about techniques use to gauge entry skills because the teacher just assumes that the students already know how to do it. The teacher should have a pre-assessment in the lesson plan of how to sort, make a bar graph, and if the students know what a spreadsheet is. |

# STEP 2 – TARGET SPECIFIC OBJECTIVES

State the instructional design objective that will be addressed by this lesson. Consider the following questions when completing step 2:

* Which of the design’s objectives does this lesson relate to?
* How, if at all, does this lesson relate to the other design objectives?

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| * The objective that this lesson relates to are the 2.TT.1 Use technology tools and skills to reinforce classroom concepts and activities and the 2.TT.1.1 Use a variety of technology tools to gather data and information. * This lesson also relates to math objective because of the graph making: 2.MD.D. 10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. |

# STEP 3 – PREPARE THE LESSON

Describe what you need to do to prepare for the lesson. Consider the following questions when completing step 3:

* What needs to be done in the classroom to get it ready?
* What relevant standards are being addressed by this lesson?
* What must be accomplished for each step of the lesson?
* Have all components of the pedagogical cycle been addressed? How will each be accomplished?
* What materials, media, and technologies are needed and how will they be used?
* What needs to be done to implement the intended assessments?

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| * There is nothing listed on the lesson plan on what needs to be done in the classroom to get it ready. There should have been something listed in the lesson plan about what computers are going to be used. * The standards being addressed by this lesson are 2.TT.1 Use technology tools and skills to reinforce classroom concepts and activities. 2.TT.1.1 Use a variety of technology tools to gather data and information. And 2.TT.1.2 Use a variety… (although this standard was not completed) * These objectives must be accomplished for each step of the lesson:  1. Predicting what colors will be in the bag and the most common color. 2. M&M colors must be sorted. 3. Bar graph must be made. 4. Data should be put into spreadsheet to create a bar graph. 5. A comparison of the spreadsheet bar graph and the paper bar graph. 6. Completed bar graphs.  * All the components of the pedagogical cycle of structure, question, respond, and react where not addressed in the lesson plan. The structure was not very clear, the question was not stated, the response was there of the students making the bar graph and using the spreadsheet, and the react of the assessment of this graph was listed. * The materials, media, and technologies that are needed for this lesson are M&M’s- one snack-size bag per student, paper, crayons, spreadsheet software such as Cruncher, Microsoft Works, or Apple Works. The M&M’s are used for sorting and the data for the bar graphs. The paper and crayons were used for making the paper bar graph. The spreadsheet software is used for making the digital bar graph. * The bar graph must be completed and the teacher-made checklist should be used implement the intended assessment. |